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ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on computers and writing is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

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*Learning Package #33*

# Computers and Writing

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## OVERVIEW

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Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

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# Computers and Writing

by Marge Simic

*Lecture*

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

Two factors contributing to the change in writing instruction in the classroom have been the research investigating the way writing is taught and the computer. Research has found that most teachers are concerned with the final product of writing, but have little understanding of the process that successful writers use in creating the final product (Britton, et.al., 1975; Graves, 1983; Murray, 1984; Calkins, 1986; Hansen, 1987; Harste, et.al., 1988). Traditionally, students have been asked to produce compositions on demand, with little guidance on how to work through the steps that quality writing requires.

Proponents of the various writing models endorse writing as an on-going, multi-stage process, with equal emphasis given to each of the stages. Those who advocate the process approach believe that to communicate effectively, the student writer must first gather information and organize that information. Then writing begins, after which the writer critically evaluates and revises repeatedly to determine whether the sequencing, the content, the format, and the tone communicate the intended message.

Whether writing is taught by the process approach or by a traditional method, one of the barriers in producing good writers is that students must use pencil and paper to transcribe their thoughts and ideas. Many children are able to express thoughtful experiences, but have difficulty with handwriting; they labor over the first draft. To them, making revisions and recopying becomes an overwhelming burden. It is heartbreaking, as a teacher, to see a child, out of frustration and despair, tear up and throw away a thoughtful composition because repeated erasures have made holes in the paper. The original enthusiasm the student had for the writing assignment may evaporate in frustration and anger, causing the student to approach the next assignment with anxiety and apprehension. Students may refuse to explore new ideas if extensive reorganization requires hours of recopying. Some writers, especially young writers, will make only those changes that do not require recopying, regardless of how much the revision would improve their composition.

Educational computing has undergone a change of focus regarding how the microcomputer should be used in language arts, and especially in writing. No longer are computers seen as tutors and drillers. Instead, students and teachers now are realizing that the computer is a tool which should be used as it is in business -- for handling information. A word processor can become the centerpiece for an effective computer-writing

curriculum, encouraging early language production and providing students with early opportunities to connect reading and writing. When integrating advanced technology into any curriculum, the teacher must always be aware that it cannot "eliminate" the problems. It is not the intent of this lecture to interpret the computer as "virtually eliminating" the problems attendant to transcribing compositions with pencil and paper. Most teachers/users of word processing in the classroom will support the observation that children who read and write well tend to do well on the computer, and those who read and write with difficulty tend to experience the same difficulty on the computer. But with effective instruction and support from the teacher and peers, these students **can** experience success in writing through the use of a word processor.

While the word processor can be used for many applications in the language arts, these uses do not always take advantage of the computer's full potential. As a tool for practice in writing, the word processor's usefulness is unparalleled. Writing researchers have long advised that the key to fluent writing is to write as much as possible. The key to exact writing is to revise repeatedly.

Newman (1984) discusses two important issues; the first is the relationship of recent research on learning to write to word processing. Newman says writing improves more "by

experimenting with many aspects of the process at the same time" (p. 495) than by mastering separate skills and blending them. Word processing allows rapid alteration and manipulation of the text which result in more experimentation with language while writers sustain the mental images they are trying to capture. The search/replace capability encourages synonym substitution, and the immediate access to a clean copy stimulates further language play. In general, Newman says word processing has many advantages as a tool in writing instruction.

> It allows writers to become more willing to take risks, to be tentative about meaning longer, to consider organization and word choices more freely than ever before. What this means is that children (and adults, too) can learn a great deal about language and the writing process each time they engage in writing (p.495).

Newman's second major point is that there is a philosophical difference between using computers for drill and practice and using them for word processing. The difference lies in whether we are teaching children that they are controlled by the computer or that they control it. With drill and practice software, the computer is in charge -- this software tells the user what to do, and it controls what is learned. With word processing, however, it is the learner who exerts control both in using the computer and in learning to write.

The word processor was designed for revising and manipulating language. One of the benefits of using the computer

as a word processor is that proofreading and editing are easy. Inexperienced writers tend to make corrections at the word level. These students make corrections in grammar, spelling or vocabulary quickly and easily with no need for recopying. As writers become more experienced, they tend to make more complex changes. These "reorganizational" changes involve moving sentences and paragraphs around, reorganizing whole sections of articles, inserting new material, and discarding writing that no longer fits or serves.

For student writers, the act of recopying discourages large revisions. Proofreading and editing are easy with a word processor. Even a beginner can use the delete, strikeover, and insert functions to make simple changes. Students can make corrections in grammar, spelling, or vocabulary quickly and easily with no need for recopying. They can make more complex changes, such as changing the order of the sections in a paper or adding passages written in another draft, with only a brief period of practice.

Ideally, freewriting also can be done at the computer. This would encourage students to engage in learning and self-discovery rather than focusing upon the mechanics of exact writing. The word processor can release the writer from restraints that inhibit the free flow of words and ideas. Students can feel free

to take risks in their writing because they see that they can always change their minds.

Typically, however, there are not enough terminals available to allow for freewriting at a computer. Additionally, children (and adults, too) are usually unpracticed at composing and typing simultaneously. Frustration occurs and the pace is slow. Teachers can get around this problem by having children write on paper first. Then, at the word processor, students can "fine-tune" their papers. Concepts presented in the first draft can be examined for clarity and sufficient elaboration. Additional information and examples can be added, if necessary, to make ideas more concrete. Finally, the text can be checked for spelling errors, grammatical problems, and punctuation.

Before the use of word processing, this instructional model of writing was not implemented due to the amount of time involved in extensive rewriting or retyping. Most teachers and students were not convinced that the benefits of the revision process were worth the time-consuming mechanics of repeated writing. Students were often apprehensive of even beginning to put their thoughts down on paper because of the work and time involved in making corrections.

The word processor has helped realize the advantages offered in process writing. Rewriting and revising are allowed to be the cognitive processes they should be, rather than being

dominated by the mechanical aspects of actually putting words down on paper. Students learn to approach their writing errors from a different point of view by struggling to understand what causes problem phrases, sentences, or paragraphs.

Some students and adults need a printout for the final revising pass. This is fine as long as we continue to revise. Graves (1983) warns that once a neatly-printed draft is seen, children may be even less likely to revise. Children sometimes view the "typed" copy as final and official. Its professional appearance may lead children to assume that insignificant changes such as spelling corrections, together with a neatly-typed format, make a meaningful composition. A neatly-printed copy can disguise poor content, organization, and mechanics.

In addition to revising and editing, another benefit of using a word processor is that multiple copies can be printed for reading in peer-editing groups. Final copies can be displayed on a writing bulletin board or in a collection of writings without any student's work showing to disadvantage because of poor handwriting. By making the edited work "publishable," the student receives an additional benefit of having an audience other than the teacher.

The word processor offers great advantages, but also makes great demands. For the effective use of the word processor, the school must make a commitment to its use. In reality, the strongest commitment must be made by the individual

classroom teacher. One obvious problem with using the word processor in the classroom is that the teacher must invest a great deal of time in teaching students to use it. Additionally, teachers must become familiar with the word processor themselves before using it in the classroom. Teachers must also decide when and how to give word processing instruction to their students.

If the entire class will use the word processor, whole-class instruction in its use is certainly most efficient. The ideal situation would be to place the teacher at the front of a computer laboratory room with large-screen monitors for demonstration purposes and one or two children sitting behind each computer. Realistically, however, all students may not be ready to put their writing on the computer at the same time. This means that more time will need to be invested in reteaching those who were not ready to go directly to the computer and type.

Teacher's time is valuable. Therefore, it frequently is appropriate to consider using a peer-tutoring system instead. This requires a minimal investment of the teacher's classroom time, and it can be just as efficient. A peer-tutoring system can be set up by showing just one group how to use the word processing program. Then have each of these students teach at least one other student word processing on the computer. Teach the commands as the students need them. A small group of students can learn quickly

from the teacher, or they can use the tutorial that comes with some word processing programs for back-up.

In any case, the key principle should be as much "hands-on" activity as possible. One does not learn to word process by listening to the teacher talk about it; one learns by doing it. If composition by computer is to become as natural an act for children as composition by handwriting, they must be allowed sufficient time to develop proficiency with the keyboard and with the specific word processing commands.

Teachers may be concerned with the fact that only one student at a time can utilize the word processor and printer. Many activities can be structured so as to allow "advisers" to work with the person typing. Moffett and Wagner (1983) have described this "sharing" process as central to writing instruction. Working in a group helps make writing an interactive activity. Children receive immediate feedback from others, making them aware of the need for clarity and for expressing their ideas so that they can be understood by others. This interactive feedback is extremely helpful to writers engaged in revision. It also provides each writer with experience in helping others revise their writings.

Another concern of the teacher may be that the word processor does not provide feedback concerning the quality of writing. The teacher or students must read the composition and suggest improvements. The function of the teacher during word

processing changes from that of final critic to that of editor and mentor. The word processor offers the potential for cooperation not only between students but between teacher and students as well. As the teacher circulates to interact with students during the writing process, weaknesses can be observed and discussed while work is still on the screen, before it has been printed out on paper. Teacher and student must work together to overcome writing obstacles while the writing is still in progress.

The cooperative give and take that is required in word processing/writing sessions can be an invaluable learning experience. Too few children see the composing and editing processes actually modeled for them. Teachers often seem to "magically" arrive at a correct mechanical revision or a revised wording. The students only see and hear the result, not the process. By sitting down with the writer and analyzing a problem, verbalizing each step of the solution to demonstrate the thinking involved as the revision is made, teachers and peers can communicate the essence of the writing process.

Composition teachers have recognized that word processing has revolutionizing writing. Revision, long advocated but ignored by both teachers and students as too mechanical and painful, is now possible by pressing a few keys. The potential of word processing for aiding composition is enormous.

We must recognize the central role of the teacher in composition and computer instruction. Computers do not change this. In all computer applications, whether the computer is used as a tool or simply as a device to which students can respond with problem solving or expressive activities, the teacher is needed to provide feedback and to facilitate instruction. Indeed, the human component gives meaning to the tasks, providing the basis for interaction.

The word processor can be a powerful catalyst for helping students improve their writing competencies. If writing and revision can be made easier through effective writing instruction and word processing, then, hopefully, students will begin to write because they enjoy it rather than because they are forced to do so.

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## Encouraging Revision

# Teaching Writing with Peer Response Groups

*by Andrea W. Herrmann*

Teachers have turned their classrooms into communities of learners, as the focus of writing pedagogy shifts from written products to writing as a process, and as ways of making knowledge—including writing—are viewed from a collaborative or social perspective (Bruffee, 1983; Faigley, 1985). Writing instruction in our classrooms reflects a growing appreciation of the value of talk. By implementing peer writing groups, teachers encourage students to give, seek, and react to oral feedback among themselves as they write, in addition to reacting to the teacher's traditional comments on finished papers. This trend raises the interesting question of what effect peer feedback has on students' revision practices.

Respected teachers and writing theorists have fostered peer groups in high school and college classrooms as a way to encourage students to write and revise. Elbow (1973) promoted the use of "teacherless writing groups"; Murray (1982) recommended that teachers train students to respond constructively to writing in process; Macrorie (1984) discussed the value of creating a "helping circle"; Moffett (1983) suggested that teachers teach students to teach each other; and Bruffee (1983) maintained that getting students "to talk through" the task of writing is a form of collaborative learning that is essential. Using peer response groups, even with young writers, brings positive benefits, according to the descriptive classroom studies conducted by Graves (1983; 1984) and Calkins (1982; 1983).

## *Peer reactions often help young writers*

Hence, writing groups, whose activity is sometimes referred to as "peer conferencing" or "peer collaboration," have become a pedagogical tool in a wide-range of teaching/learning contexts. It should be noted that teachers sometimes have peer groups respond in writing to written drafts from their fellow students. (See, for example, Wauters, 1988.) But more commonly, collaboration provides writers with an opportunity to read their drafts aloud and to discuss them face-to-face with a peer audience *while* the written product is taking shape. Class-room talk can be a positive aspect in supporting all phases of the writing process (Reid, 1983). Small groups can help appre-hensive or blocked writers become more fluent and can pro-vide an audience that assists the writer in revising (Legge, 1980).

Cooperative writing workshops help students discover audience, according to one study of college freshmen (Glassner, 1983). An ethnographic study concerned with talk in a high school classroom community examined whether writers' intuitions and revision strategies, among other things, could be "strengthened within a supportive classroom environment." (Kantor, 1984, p. 75). The study concluded that the development of a peer community fostered growth from egocentrism to audience awareness, and that knowing the audience helped students become more aware of possible strategies for revising.

Ziv (1983) found a pattern in the way the interaction in peer writing groups develops. Early in the semester, students' comments were primarily positive, but included some criticisms of content and form. The writers, however, did not always revise according to the reactions of their peers, and some- times resented the criticisms. Later in the semester, however, advice from peers was more likely to be heeded because the students offered each other more concrete suggestions for revision.

## *Some studies indicate mixed effects*

Not all the studies of peer reaction show unqualified positive effects on revision, however. Some studies suggest negative consequences as well. Gere and Stevens (1985) looked at a fifth-grade writing class to determine if the oral responses provided by groups to individual writers shaped their subsequent revisions. The study found both positive and negative results. Student writers were challenged by their peers "to clarify, to provide more detail" (p. 95) as the peer reacters asked questions when they were confused, and suggested ways to improve the writing. Some student writers integrated their peers' suggestions into subsequent revisions. Yet there were incidents of unproductive, even hostile, verbal exchange, and in some groups students hurried through the group work in a "robotlike monotone."

A case study of four children with low, average, and high abilities in writing (Russell, 1985) examined the relationship between peer conferencing and revision. The results indicated that in revising, poor writers were dependent on the questions of other students, whereas average and good writers tended to become their own audience and revise on their own.

Another case study conducted with college freshmen (Berkenkotter, 1983, 1984) sought to find out how students interact in their writing groups and whether writers improve their texts as a result of the interactions. The research revealed that the students' attitudes toward assistance from their peers varied considerably, as did the writers' approaches toward revision. One student, Stan, was too immature to heed his audience. Another student, Joann, became vulnerable to unwarranted criticism because she was so sensitive to her peer audience. Although a third student, Pat, felt responsible to his audience, he felt a greater obligation to his emerging text and revised independently of peer suggestions. The study concluded that students writing for an audience of peers do not necessarily benefit from their peers' suggestions.

## *Peer reaction seems to work in computer-assisted instruction*

Preliminary evidence suggests that the nature of peer collaboration and feedback in classrooms where computers are used to teach writing differs from that in regular writing classrooms. Under certain conditions, computers as writing tools appear to promote a collaborative environment, both in learning to write and in learning to use the technology (Daiute, 1986; Dickinson, 1986; Herrmann, 1985a, 1985b, 1986; Hocking and Visniesky, 1983; Selfe and Wahlstrom, 1985; Sudol, 1985).



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In a classroom of first and second grade children, the computer created a whole new social organization that affected the way the children interacted (Dickinson, 1986). An ethnographic study that described a high school classroom (Herrmann 1985b, 1986) found a similar result. A variety of types of peer collaborations developed, having various kinds of influence on writing and revision; but not all students learned to collaborate successfully. The success the students had in revising their work appeared to depend, in part, on their ability to form effective collaborative relationships.

The literature suggests that the effects of peer comments on revision is not a simple cause and effect matter, but rather a complex one, dependent upon the interrelationship of multiple factors within the evolving social environment of particular classrooms and groups of students. While some of the students studied appeared to benefit from the comments of their peers, not all students in all classrooms did. Some students were unable, unwilling, or even ill-advised to follow peer reactions in revising what they had written. While there may be no one-to-one relationship between peer comments and revision, these studies, particularly the qualitative ones, suggest a range of real and potential benefits for students participating in an effective community of responsive peers.

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**ERIC Clearinghouse on**
**Reading and Communication Skills**
**Indiana University**
**Smith Research Center**
**2805 East Tenth Street, Suite 150**
**Bloomington, IN 47405**
**(812) 855-5847**


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Task #1

**Goal Statement**

**Your Name:**_____

**Course #:**_____

**Learning package:**_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

**Directions:** This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

**My Goal Statement for this Package**

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

## Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

**Reaction Statement**

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

**Your Name:**_____

**Course #:**_____

**Learning Package:**_____

**Reaction Prompts**

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

**Application Project**

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

## Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

**Course Number**_____ **Date**_____

**Package Title**_____

| Statements | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. This package will help me do my job better. | | | | | |
| 2. The pace of the package was too fast. | | | | | |
| 3. The package's directions were confusing. | | | | | |
| 4. It was easy to follow the directions given in the package. | | | | | |
| 5. The package was too easy. | | | | | |
| 6. The package was too long. | | | | | |
| 7. The package should include more articles and documents to read. | | | | | |
| 8. I didn't know the meaning of many words used in the package. | | | | | |
| 9. The lecture explicated the topic of the package. | | | | | |
| 10. The package's objectives were clear from the start. | | | | | |
| 11. The package's teaching points were clear. | | | | | |

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

# ERIC/RCS

# Selected Abstracts from the ERIC Database

**ERIC Clearinghouse on Reading & Communication Skills**
**Indiana University**
**Bloomington, Indiana**
**(812) 855-5847**

**BEST COPY AVAILABLE**

## Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

## Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ387220
AU: Andrews,-Jean-F.; Sinclair,-Jennifer
TI: Software with Graphics: A Language Motivator for High School Students Who Are Deaf.
PY: 1989
JN: Teaching-Exceptional-Children; v21 n3 p16-18 Spr 1989
AV: UMI
DE: Cartoons-; Case-Studies; Computer-Software; Expressive-Language; High-Schools; Microcomputers-; Outcomes-of-Education; Syntax-
DE: *Computer-Graphics; *Creative-Writing; *Deafness-; *Multiple-Disabilities; *Teaching-Methods; *Visual-Aids
AB: Three high-school students with deafness and additional disabilities used microcomputer software featuring graphics and cartoons to improve their creative writing. Though use of correct syntactic structures did not improve, output of written language did increase. Descriptions of the software used and case studies of the three students are included. (JDD)

AN: EJ385855
AU: Baer,-Vicki-E.-H.
TI: Computers as Composition Tools: A Case Study of Student Attitudes.
PY: 1988
JN: Journal-of-Computer-Based-Instruction; v15 n4 p144-48 Fall 1988
AV: UMI
DE: Case-Studies; Classroom-Observation-Techniques; Comparative-Analysis; Grade-7; Interviews-; Junior-High-Schools; Literature-Reviews; Writing-Processes
DE: *Computer-Assisted-Instruction; *Intermode-Differences; *Student-Attitudes; *Word-Processing; *Writing-Composition
AB: Describes a case study that was designed to discover how seventh-grade students felt about writing when composed using a word processing program compared to using pen and paper. Student and teacher interviews are discussed, classroom observations are reported, and factors students found important to enjoyment of writing assignments are described. (16 references) (Author/LRW)

AN: ED300766
AU: Balajthy,-Ernest
TI: Can Computers Be Used for Whole Language Approaches to Reading and Language Arts?
PY: 1988
NT: 19 p.; Paper presented at the Annual Meeting of the Keystone State Reading Association (Hershey, PA, November 4-8, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Computer-Software; Educational-Principles; Elementary-Education; Language-Arts; Writing-Processes

DE: *Computer-Uses-in-Education; *Holistic-Approach; *Reading-Instruction; *Writing-Instruction
AB: Holistic approaches to the teaching of reading and writing, most notably the Whole Language movement, reject the philosophy that language skills can be taught. Instead, holistic teachers emphasize process, and they structure the students' classroom activities to be rich in language experience. Computers can be used as tools for whole language experiences in reading and writing, based on principles of holistic language instruction. Classroom reading should center on children's literature rather than basal stories, and software of popular children's literature is available. Teacher feedback for writing should be provided during, not after, the writing process. For this, computer-based revision and editing programs are available for a wide variety of word processing software, giving feedback on grammar, usage, style, and organization. The transition from oral language to print should be as natural as possible, favoring guided language experience over direct instruction in subskills. Several computer programs allow children to create their own stories on the computer, then read the stories back to the children using voice synthesis. Writing should culminate in publishing in order for children to develop a sense of authorship. Desktop publishing is a key computer-based application for developing this sense of authorship in children. These are only a few of the ways in which computers can be used in the whole language classroom. (A bibliography of information on computers and whole language, and a list of educational software are appended.) (MM)

AN: ED308498
AU: Balajthy,-Ernest
TI: A Computer-Based Network for Writing Process Instruction of At-Risk Community College Students: A Second Year Evaluation.
PY: 1989
NT: 35 p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Community-Colleges; High-Risk-Students; Microcomputers-; Program-Descriptions; Program-Evaluation; Two-Year-Colleges; Word-Processing
DE: *Computer-Assisted-Instruction; *Computer-Networks; *Writing-Instruction; *Writing-Laboratories
AB: In its second year of operation (1988-1989 academic year), the Electronic Writing Center (EWC) of the Union County College in Cranford, New Jersey has expanded its capabilities and the amount of service it provides to at-risk students through the Computers in the Curricula Project. Major changes include: (1) increased numbers of classes and individual students using the computer network; (2) expansion of facilities to include the networking of more than double the number of microcomputers compared to the first year of the program; (3) addition of a

backup memory storage system; (4) addition of a modem to allow exchange of student files with other networks; and (5) increased effort at data gathering and evaluation. Instructors using the network to teach writing note that the network has become more of an ordinary part of the curriculum and is now taken for granted. (Appendixes include a checklist for computer tutors, an AppleWorks manual, and evaluation instruments for writing attitudes, computer attitudes, and project involvement.) (RS)

AN: ED294642
AU: Baxter,-Barbara-C.
TI: Teaching Basic Writing with Computers.
PY: [1988]
NT: 10 p.; Paper presented at the Southeastern Conference on English in the Two-Year College (Louisville, KY, February 18-20, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Community-Colleges; Course-Objectives; Instructional-Innovation; Microcomputers-; Teaching-Methods; Two-Year-Colleges; Writing-Skills
DE: *Computer-Assisted-Instruction; *Remedial-Instruction; *Writing-Instruction; *Writing-Laboratories
AB: Before undertaking a computer-assisted composition class, several factors should be considered. First, there will be demands on the instructor to replan the entire course to include the effective use of computers; to teach fundamental word-processing skills in addition to writing skills; to develop enough knowledge of hardware and software to solve minor problems encountered by students; to compensate for new problems in student writing caused by the use of unfamiliar word-processing programs and machines; and to monitor, assist, and schedule out-of-class lab time in addition to class time. The use of computers also places extra demands on students by disruptingtheir accustomed methods of composing, placing increased demands on short-term memory, and requiring additional out-of-class lab time. By careful advance planning, familiarizing themselves with the lab and the equipment, adjusting teaching and learning styles to the environment, carefully choosing a word-processing program, and enlisting the help of a lab assistant or a colleague, instructors can alleviate many of these potential problems. While computers can be used for programmed grammar instruction, they are more useful for editing and correcting papers and in the writing stages of invention, development, and organization. Computer-assisted instruction may not be successful with every student, but it does provide alternative learning strategies for some students who are resistant to conventional writing instruction. (MDB)

AN: EJ386478

AU: Casella,-Vickie
TI: It's Never Too Soon to Start Kindergartners Writing with Computers.
PY: 1988
JN: Instructor; v98 n3 p103 Oct 1988
DE: Computer-Software-Reviews; Primary-Education
DE: *Computer-Uses-in-Education; *Courseware-; *Writing-Composition
AB: Muppet Slate, a writing program used on Apple computers, is described, along with its successful integration into a kindergarten language arts program. Students can write original stories illustrated with a choice of 126 pictures. Utilities enable teachers to customize the program to meet student needs. (IAH)

AN: EJ388463
TI: Computers in the Classroom (Round Table).
PY: 1989
JN: English-Journal; v78 n3 p73-74 Mar 1989
AV: UMI
DE: Secondary-Education; Word-Processing
DE: *Computer-Assisted-Instruction; *Computer-Uses-in-Education; *Writing-Instruction
AB: Offers five high school teachers' comments regarding how the computer has changed their lives in the classroom, the uses they make of it, and what it promises for the immediate future. (SR)

AN: EJ369449
TI: Courseware Reviews.
PY: 1988
JN: Mathematics-Teacher; v81 n5 p402-03 May 1988
AV: UMI
DE: Computer-Software; Content-Area-Writing; Editing-; Mathematics-Education; Mathematics-Instruction; Typewriting-
DE: *Computer-Oriented-Programs; *Computer-Software-Reviews; *Equations-Mathematics; *Symbols-Mathematics; *Technical-Writing; *Word-Processing
AB: Provides a thorough review of the software package "MathType, Mathematical Equation Editor." Includes hardware specifications, a description of the program, and evaluative comments. (PK)

AN: EJ367281
AU: Crawford,-Reg
TI: Inside Classrooms: Word Processing and the Fourth Grade Writer.
PY: 1988
JN: Canadian-Journal-of-English-Language-Arts; v11 n1 p42-46 1988
DE: Cooperation-; Elementary-Education; Experimental-Teaching;

Grade-4; Intellectual-Property; Teacher-Role; Writing-Instruction
DE: *Computer-Assisted-Instruction; *Editing-; *Word-Processing; *Writing-Processes
AB: Describes an experiment introducing a word processor as a tool for writing in a fourth-grade classroom. Discusses resulting effects on the writing process, especially, revision and editing and on attitudes toward collaborative efforts. (SD)

AN: EJ368791
AU: Davis,-Kevin; And-Others
TI: Composing at the Word Processor: Confessions and Comments.
PY: 1988
JN: Teaching-English-in-the-Two-Year-College; v15 n2 p110-14 May 1988
AV: UMI
DE: Teaching-Methods; Two-Year-Colleges; Writing-Instruction
DE: *Computer-Assisted-Instruction; *Personal-Narratives; *Word-Processing; *Writing-Processes
AB: Presents and discusses three confessions regarding the effects computers have had on writing processes and products of three writing teachers. Suggests approaches to the use of word processing in composition courses and to research on such use. (SD)

AN: EJ366415
AU: Deterline,-William-A.
TI: User-Friendly...Or What?
PY: 1988
JN: Performance-and-Instruction; v27 n1 p1-4 Jan 1988
AV: UMI
DE: Guides-; Indexes-; Problems-; User-Satisfaction-Information; Validity-
DE: *Audience-Analysis; *Computer-Software; *User-Needs-Information; *Writing-Composition
AB: Discussion of user-friendly documentation focuses on problems with computer hardware and software documentation, and other forms of instructional manuals, that are poorly written and do not keep the needs of the users in mind. Topics highlighted include target audience analysis and validation and indexes. (LRW)

AN: ED295702
AU: Deutsch,-Lucille
TI: Word Processing: A Motivational Force in Developmental English. A Comparison of Two Developmental English Classes.
PY: 1988
NT: 47 p.; Paper presented at the Annual Conference of the National Association for Developmental Education (12th, Orlando,

FL, March 10-12, 1988). Attached material contains small print.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Achievement-Gains; Community-Colleges; Comparative-Analysis; Student-Attitudes; Two-Year-Colleges; Writing-Apprehension; Writing-Skills
DE: *Computer-Assisted-Instruction; *Remedial-Instruction; *Word-Processing; *Writing-Improvement; *Writing-Instruction; *Writing-Laboratories
AB: More than half of the entering freshmen at Rio Grande College in Ohio are required to take developmental English. In addition to having grammar, reading, and writing difficulties to overcome,most of these students have negative attitudes toward writing. In an effort to improve students' writing skills and attitudes, word processing instruction was integrated into a developmental English course. To assess the effects of word processing, two class sections, using the same syllabus and taught by the same professor, were compared in terms of attitude change, class and lab attendance, comments, quality of final papers, grades, and English usage. The experimental class spent 2 of the 3 hours of required lab time on the word processor and just 1 hour doing supplemental reading work, while the control class spent the entire lab time doing the supplemental reading. Study findings included the following: (1) the experimental class had a more positive attitude toward the course, expressing interest and enthusiasm for the word processor from the beginning; however, pre- and post-test scores on the attitude survey showed no significant differences between the two classes; (2) of the control group (N+15), six students officially withdrew and another 3 stopped coming to class, while 11 of the 12 students completed the experimental course; (3) class absences were higher among the experimental class than the control class; (4) the experimental class had a slightly higher mean score on their final papers than the control class; and (5) both classes made significant gains in English grammar and usage improvement, with the control group making greater gains. A course outline, the student survey, instruction sheets for using the word processor, writing assignments, and detailed study findings are attached. (MDB)

AN: EJ394240
AU: Dewdney,-A.-K.
TI: Computer Recreations.
PY: 1989
JN: Scientific-American; v260 n6 p122-25 Jun 1989
AV: UMI
DE: Computers-; Computer-Simulation; Magnification-Methods; Structural-Analysis-Linguistics; Writing-Processes
DE: *Computer-Software; *Computer-Software-Reviews; *Markov-Processes;
*Poetry-; *Prose-; *Writing-Composition
AB: Reviews the performance of computer programs for writing

poetry and prose, including MARK V. SHANEY, MELL, POETRY GENERATOR, THUNDER THOUGHT, and ORPHEUS. Discusses the writing principles of the programs. Provides additional information on computer magnification techniques. (YP)

AN: ED298484
AU: Downes,-Toni; Hingerty,-Christina
TI: Children and Writing in the Electronic Age. PEN 67.
CS: Primary English Teaching Association, Rozelle (Australia).
PY: 1988
NT: 9 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Computer-Assisted-Instruction; Elementary-Education; Foreign-Countries; Word-Processing; Writing-Exercises; Writing-Skills
DE: *Computer-Software-Reviews; *Courseware-; *Writing-Instruction
AB: This pamphlet presents a range of software packages and activities for primary English teachers to use in the writing classroom. The ideas outlined in the pamphlet are designed to support writers in the various stages of the writing process within the context of a rich writing environment. The activities outlined in this pamphlet are designed for pairs or small groups of children since writing with a computer need not be a solitary act. The list of ideas and software packages is not exhaustive, but is presented as a range of possibilities which teachers and children can select from and explore further. Forty-six software packages are discussed in this pamphlet and are listed at the end. (RS)

AN: ED301276
AU: Goldsmith,-Marc; Robertson,-Ann
TI: Mitchell College: Word Processing within the Freshman English Curriculum.
CS: Mitchell Coll., New London, Conn.
PY: 1988
NT: 18 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Computer-Software; Microcomputers-; Private-Colleges; Program-Descriptions; Program-Development; Revision-Written-Composition; Student-Attitudes; Teacher-Attitudes; Two-Year-Colleges; Writing-Skills
DE: *Computer-Oriented-Programs; *Word-Processing; *Writing-Exercises; *Writing-Instruction
AB: Since spring 1987, Mitchell College has included a computer laboratory component in its basic writing curriculum to teach students word processing skills. The development of the program posed a number of challenges: (1) introducing word processing to all students without revising the curriculum; (2) designing a

computer facility that could serve as a teaching classroom; (3) selecting suitable software; (4) ensuring security for machines and software; (5) scheduling; and (6) meeting student and faculty needs. In peak semesters, between 400 and 500 students in basic English courses learn simple word processing functions at the computer lab in three one-hour orientation sessions. After orientation, students are encouraged or assigned to revise their papers and essays in the lab. The word processing component of the composition courses supports skills development in several ways; e.g., correcting is faster and "cleaner"; errors in syntax, logic, and emphasis are easier to visualize on the screen; spell-checking programs help reduce anxiety about writing; and revision assignments can be individualized to each student. In general, students and faculty have responded positively to the computer laboratory. Students feel that the computer makes the writing process interesting and less time-consuming, and some believe it has improved the quality of their writing. Faculty have willingly attending computer workshops and are increasingly involved in the orientation sessions. The program description includes a list of hardware and software available at the computer lab, a diagram of the layout of the facility, and a student handout for the orientation to word processing. (AJL)

AN: ED301887
AU: Head,-Susan-D.
TI: The Sweetwater Model for Writing Improvement.
PY: 1988
NT: 19 p.; Paper presented at the Annual Meeting of the Association for the Development of Computer-Based Instructional Systems (Philadelphia, PA, November 5-7, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: English-Curriculum; Models-; Secondary-Education
DE: *Computer-Assisted-Instruction; *Word-Processing; *Writing-Improvement; *Writing-Instruction; *Writing-Laboratories
AB: This report describes a computer-assisted writing laboratory project integrating Model Curriculum Standards (teacher-developed instructional literature guides integrating the reading of core pieces of literature with the writing process), the writing process, computer hardware and software, and staff development. The report estimates that in the second year of the project (1988-89) 20,000 students at 18 junior and senior high schools in the Sweetwater Union High School District (Chula Vista, California) will rotate through the 36 laboratories and complete a variety of writing assignments allowing them to incorporate revision as a natural part of writing and allowing the 250 teachers to respond more to content and text-level issues. The report also desçribes the 3-year evaluation plan for the project. Appendixes include a list of 41 literature-based writing assignments, the results of a survey of teachers in the project, and excerpts from student evaluations. (RS)

AN: EJ375263
AU: Henney,-Maribeth
TI: Reading and Writing Interactive Stories.
PY: 1988
JN: Computing-Teacher; v15 n8 p45-47,60 May 1988
AV: UMI
DE: Curriculum-Development; Elementary-Education; Listening-Skills; Oral-Language; Reading-Skills; Writing-Processes; Writing-Skills
DE: *Authoring-Aids-Programing; *Computer-Assisted-Instruction; *Courseware-; *Creative-Writing; *Reading-Writing-Relationship
AB: Describes a project designed to teach elementary students to write interactive stories using an authoring system called Story Tree. Benefits of the project are discussed, including the development of oral language, listening, reading, and writing skills; and problems with the authoring system, the writing process, and the curriculum integration are reviewed. (LRW)

AN: ED307616
AU: Herrmann,-Andrea
TI: Teaching Writing with Peer Response Groups. Encouraging Revision.
ERIC Digest.
CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
PY: 1989
NT: 5 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Peer-Evaluation; Secondary-Education; Writing-Evaluation; Writing-Research
DE: *Computer-Assisted-Instruction; *Cooperative-Learning; *Peer-Teaching; *Revision-Written-Composition; *Writing-Instruction
AB: Writing instruction reflects a growing appreciation of the value of talk. By implementing peer writing groups, teachers encourage students to give, seek, and react to oral feedback among themselves as they write, in addition to reacting to the teacher's traditional comments on finished papers. Collaboration in writing groups provides writers with an opportunity to read their drafts aloud and to discuss them face-to-face with a peer audience while the written product is taking shape. Studies of peer reaction show both positive and negative effects on revision. Preliminary evidence suggests that the nature of peer collaboration and feedback in classrooms where computers are used to teach writing differs from that in regular writing classrooms. Under certain conditions, computers as writing tools appear to promote a collaborative environment, both in learning to write and in learning to use the technology. The literature suggests that the effects of peer comments on revision is not a simple cause and effect matter, but rather a complex one, dependent upon

the interrelationship of multiple factors within the evolving social environment of particular classrooms and groups of students. (Twenty-eight references are appended.) (MS)

AN: EJ388499
AU: Herrmann,-Andrea-W.
TI: Computers and Writing in Gifted Education (ERIC/RCS).
PY: 1989
JN: Journal-of-Reading; v32 n7 p652-54 Apr 1989
AV: UMI
NT: Special Issue: New Technologies and Reading.
DE: Abstract-Reasoning; Creative-Thinking; Critical-Thinking; Elementary-Secondary-Education; Problem-Solving; Word-Processing; Writing-Instruction
DE: *Academically-Gifted; *Computers-; *Reading-Writing-Relationship
AB: Reports that there are few documents in the ERIC database concerning using computers as writing tools for gifted students and that the thrust of computer education for the gifted is toward developing abstract thinking only. Argues that more research is needed on classrooms for the gifted writer. (RS)

AN: ED300837
AU: Herrmann,-Andrea-W.
TI: Desktop Publishing in High School: Empowering Students as Writers and Readers.
PY: 1988
NT: 21 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (78th, St. Louis, MO, November 18-23, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: High-Schools; Student-Publications
DE: *Computer-Software; *Computer-Uses-in-Education; *Writing-for-Publication; *Writing-Instruction
AB: Desktop publishing (DTP) is growing increasingly popular in the writing classroom for several reasons. By using DTP, students gain experience in a variety of disciplines--writing, typesetting, graphic design, printing, and computing. DTP represents a revolutionary literacy tool for schools since it encourages students to create and publish manuscripts of a high professional quality. Yet DTP does not generally exist in schools, partly because of the expense involved and the computer expertise needed. Recently, however, two inexpensive programs that run on Apple II computers--TimeWorks' "Publish It!" and Springboard Software's "Springboard Publisher"--have been released, changing teachers' options completely. To keep computers and writing in a proper balance, DTP should be introduced in special courses designed to teach writing and desktop publishing, such as journalism courses, writing for publication courses, or literary magazine courses. DTP brings

students into a new relationship with the written word. If DTP is introduced thoughtfully into the school curriculum, it can improve students' reading and writing skills, while providing opportunities for them to acquire a range of computer publishing abilities which are increasingly valued outside the classroom. (A list of DTP software publishers and mail-order houses, and several examples of DTP publications are appended.) (MM)

AN: EJ382744
AU: Hymer,-Robert
TI: Computers and Writing.
PY: 1988
JN: Journal-of-American-Indian-Education; v27 n3 p35-41 May 1988
AV: UMI
DE: Elementary-Secondary-Education; Program-Effectiveness
DE: *American-Indian-Education; *Computer-Oriented-Programs; *Word-Processing; *Writing-Improvement; *Writing-Instruction; *Writing-Processes
AB: Evaluates a Navajo school program to improve writing skills using the process model and computers. Concludes that students' writing skills improved more in the experimental program than in comparable conventional classes, and that the new approach created a different pattern of growth in writing ability. (SV)

AN: EJ386113
AU: Karlstein,-Patricia-J.
TI: Fighting High School Illiteracy: The PALS Project in Brooklyn.
PY: 1988
JN: Technological-Horizons-in-Education; IBM PCs & Compatibles spec iss p49-54 1988
AV: UMI
DE: Basic-Skills; Computer-Assisted-Instruction; Educationally-Disadvantaged; High-Schools; Microcomputers-; Secondary-School-Curriculum; Secondary-Schools
DE: *Computer-Uses-in-Education; *Literacy-; *Literacy-Education; *Minimum-Competencies; *Reading-Skills; *Writing-Skills
AB: Describes a structured 20 week program in which the mastery of one segment in the sequence prepares the student for the next step. Focuses on reading and writing, with touch-typing providing a strong backup. Includes a history and principles of the program and the role of the teacher. (MVL)

AN: EJ380407
AU: Kincaid,-J.-Peter; And-Others
TI: Electronic Authoring and Delivery of Technical Information.
PY: 1988
JN: Journal-of-Instructional-Development; v11 n2 p8-13 1988
AV: UMI

DE: Cost-Estimates; Information-Dissemination;
Military-Organizations;
Technological-Advancement; Training-Methods;
User-Needs-Information
DE: *Authoring-Aids-Programing; *Computer-Assisted-Instruction;
*Microcomputers-; *Scientific-and-Technical-Information;
*Technical-Writing
AB: Review of developments in automating the processes to author technical information and deliver it using microcomputers focuses on projects in the U. S. military. Highlights include problems with printed technical manuals; authoring efficiency; information access; user acceptance; screen formats; and production costs. Several current projects are described. (14 references) (Author/LRW)

AN: EJ376793
AU: Kinnaman,-Daniel-E.; And-Others
TI: Software Reviews.
PY: 1988
JN: Classroom-Computer-Learning; v8 n8 p26-40 May-Jun 1988
AV: UMI
DE: Computer-Software; Elementary-Secondary-Education;
Mathematics-Education
DE: *Computer-Software-Reviews; *Computer-Uses-in-Education;
*Elementary-School-Mathematics; *Secondary-School-Mathematics;
*Typewriting-; *Writing-Composition
AB: Reviews four educational software packages for Apple, IBM, and Tandy computers. Includes "How the West was One + Three x Four," "Mavis Beacon Teaches Typing," "Math and Me," and "Write On." Reviews list hardware requirements, emphasis, levels, publisher, purchase agreements, and price. Discusses the strengths and weaknesses for each package. (CW)

AN: ED296719
AU: Kurth,-Ruth-Justine
TI: Process Variables in Writing Instruction Using Word Processing, Word Processing with Voice Synthesis, and No Word Processing in Second Grade.
PY: 1988
NT: 24 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Comparative-Analysis; Grade-2; Interaction-;
Intermode-Differences; Primary-Education; Speech-Synthesizers;
Structural-Analysis-Linguistics
DE: *Computer-Assisted-Instruction; *Word-Processing;
*Writing-Instruction; *Writing-Skills
AB: A study at a small southwestern suburban school examined specific process variables which occurred as children were taught

composition skills using word processing, word processing with voice synthesis, and no word processing. Subjects were 45 second grade students, who were divided into three groups on the basis of scores on a reading comprehension test; each group was made up of equal numbers of average, below average, and above average readers. One group was taught writing using beginning word processors and printers; the second group used word processors which utilized speech and printers; and the third group was taught without using word processing equipment. The curriculum emphasized composition strategies designed for young children, and all groups were given the same assignments. Completed compositions were linguistically analyzed for holistic quality, and the behavior of target subjects in each group was monitored. Data were analyzed in several areas: composition length; composition quality; invented spellings; peer interaction during writing; writing and editing; development of collaborative skills; influence of peer writers; developing a sense of audience; persistence when writing; and function of the voice synthesizer. Results indicated that children can benefit from careful instruction in composition in any of these settings, that they can master the rudiments of word processing with little training, and that word processing can free them from the difficulty of manuscript writing. (43 references) (MES)

AN: EJ389244
AU: Lake,-Dan
TI: Two Projects that Worked: Using Telecommunications as a Resource in the Classroom.
PY: 1989
JN: Computing-Teacher; v16 n4 p17-19 Dec-Jan 1988-89
AV: UMI
DE: Class-Activities; Computer-Simulation; Elementary-Education; Foreign-Countries; Instructional-Innovation; Networks-; Student-Projects
DE: *Computer-Assisted-Instruction; *Creative-Writing; *Educational-Cooperation; *Geography-; *Telecommunications-
AB: Describes projects developed through the Long Distance Learning Network (LDLN) that experimented with using telecommunications in classrooms in the United States and in other countries. A creative writing project involving elementary school students in the United States, Canada, and Australia is described, and a seventh-grade geography project is explained. (LRW)

AN: ED307638
AU: Leahy,-Peg
TI: Summary of the Report on the Review of the "Writing to Read" Programs Implemented in the Kettering City Schools During the 1988-1989 School Year.
PY: 1989
NT: 10 p.; For the 1986-1988 report, see ED 298 526.

PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Grade-1; Grade-2; Kindergarten-; Language-Arts;
Parent-Attitudes;
Primary-Education; Reading-Comprehension; Reading-Research;
Teacher-Attitudes; Writing-Research
DE: *Computer-Assisted-Instruction;
*Language-Experience-Approach;
*Reading-Writing-Relationship
AB: To measure the effectiveness of the computer based instructional system designed to develop the writing and reading skills of kindergarten and first grade students, Writing to Read (WTR), which was implemented by three Kettering (Ohio) Elementary Schools in 1988 and three more in 1989, was examined in five areas related to the program. Results indicated: (1) first graders' attitudes and feelings about WTR were generally positive; (2) the majority of parents were pleased with the program and feeling it should continue; (3) WTR teachers were concerned about implementation problems as well as with a eadiness/development issue; (4) a comparison of the reading and language scores of second graders, who had or had not participated in the WTR program as first graders, taken from the Comprehensive Test of Basic Skills, found the WRT mean higher than the non-WTR (NWTR) mean; and (5) in 1988-89 there was a significant Reading Total difference between the WTR and NWTR subgroups with significant differences also in Language Mechanics, Language Expression, and Language Totals. (NH)

AN: EJ368918
AU: MacArthur,-Charles-A.
TI: The Impact of Computers on the Writing Process.
PY: 1988
JN: Exceptional-Children; v54 n6 p536-42 Apr 1988
AV: UMI
NT: Special Issue: Research and Instruction in Written Language.
DE: Computer-Networks; Interaction-; Man-Machine-Systems;
Online-Systems; Prompting-; Speech-Synthesizers; Spelling-;
Writing-Instruction
DE: *Computer-Assisted-Instruction; *Computer-Uses-in-Education;
*Elementary-Secondary-Education; *Word-Processing;
*Writing-Composition; *Writing-Processes
AB: The paper discusses: features of word processors and their impact on the writing process and the social context for writing; research on word processors in schools and the potential instructional role of extensions to word processors, such as spelling and style checkers, synthesized speech output, computer networks, and interactive prompting programs. (Author/JDD)

AN: EJ384054
AU: MacGregor,-S.-Kim; Thomas,-Linda-B.
TI: A Computer-Mediated Text System to Develop Communication

Skills for Hearing-Impaired Students.
PY: 1988
JN: American-Annals-of-the-Deaf; v133 n4 p280-84 Oct 1988
AV: UMI
DE: Communication-Skills; Computer-Assisted-Instruction; Design-Requirements; Intermediate-Grades; Teaching-Methods; Writing-Composition
DE: *Computer-Software; *Hearing-Impairments; *Reading-Instruction; *Systems-Development; *Vocabulary-Development; *Writing-Skills
AB: This study investigated the effects of manipulating design features of a computer-mediated text system, using 45 hearing-impaired subjects in grades four-six. A system design using motivational activities facilitated vocabulary knowledge and writing performance. Also analyzed were use of extrinsic motivational activities versus intrinsic, and different versions of an electronic dictionary. (Author/JDD)

AN: EJ385796
AU: McKnight,-Cliff; And-Others
TI: The Construction of Hypertext Documents and Databases.
PY: 1988
JN: Electronic-Library; v6 n5 p338-42 Oct 1988
DE: Full-Text-Databases
DE: *Computer-System-Design; *Electronic-Publishing; *Information-Retrieval; *Microcomputers-; *Writing-for-Publication
AB: Argues that access to hypertext documents in read-only forms contradicts the assumption that hypertext removes the distinction between author and reader, and discusses the implications for authors of hypertext documents. The creation of hypertext versions of journal articles and a database of such articles are described. (four references) (CLB)

AN: ED305980
AU: Meem,-Deborah-T.
TI: The Effect of Classroom Computer Use on College Basic Writers: A Controlled Study in Progress.
PY: 1989
NT: 22 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Course-Evaluation; English-Instruction; Student-Attitudes; Two-Year-Colleges; Writing-Skills
DE: *Computer-Assisted-Instruction; *Remedial-Instruction; *Word-Processing; *Writing-Improvement; *Writing-Instruction
AB: A study was initiated at University College of the University of Cincinnati to test the effect of composing and revising at a computer on the writing performance of developmental English students. Students enrolled in English for Effective Communication (EEC I) were divided into three groups: a control

group that did not use the computer at all; a group who had access to Apple IIe computers equipped with Bank Street Writer II word processing software; and a computer group using Bank Street and Writer's Helper, software which guides the students through the entire writing process. At the end of Winter 1989, after 7 of the 11 quarters of the study had been completed, 698 students had enrolled in EEC I. Study findings, based on students' essays, freshman English entrance examination scores, and course evaluations, included the following: (1) the control and Writer's Helper groups had the highest average scores on the first of the four major papers in EEC I, while the Bank Street Writer group had the highest percentage passing the entrance exam; (2) only 27.4% of the students had no prior computer experience; (3) while students felt that using the computer in composition courses was enjoyable, helpful, and increased their self-confidence, they were significantly less willing to grant that computer use contributed to their skill in writing; (4) the two computer groups rated both their instructors and courses more highly than did the control group; and (5) students were reluctant to use the computer for intellectual experimentation, valuing it more for its convenience. Tentative conclusions suggest that computer use may affect students' attitudes more than their writing performance. (ALB)

AN: EJ386930
AU: Moore,-Margaret-A.
TI: Computers Can Enhance Transactions between Readers and Writers.
PY: 1989
JN: Reading-Teacher; v42 n8 p608-11 Apr 1989
AV: UMI
NT: Special Issue: Empowering Both Teachers and Students.
DE: Elementary-Education; Grade-4; Grade-5; Program-Evaluation; Reading-Writing-Relationship; Writing-Research
DE: *Computer-Uses-in-Education; *Word-Processing; *Writing-Instruction
AB: Describes how one school district integrated the use of word processing technology with its developmental writing program. Notes that findings of the pilot program indicated that students using word processors significantly improved the quality of their writing compared with students not using word processors. (MM)

AN: EJ367174
TI: Open to Suggestion.
PY: 1988
JN: Journal-of-Reading; v31 n5 p476-79 Feb 1988
AV: UMI
DE: Elementary-Secondary-Education; Grade-7; Grade-8; Literacy-; Reading-Writing-Relationship; Remedial-Reading;

Revision-Written-Composition; Sustained-Silent-Reading; Teaching-Methods; Vocabulary-Skills; Writing-Difficulties
DE: *Computer-Assisted-Instruction; *Remedial-Instruction; *Vocabulary-Development; *Writing-Improvement; *Writing-Instruction
AB: Discusses (1) activities that encourage students to use formal vocabulary; (2) the use of computers to motivate remedial readers to write; and (3) a pilot study in which sustained silent reading and writing was used to improve the literacy of seventh and eighth grade remedial students.

AN: EJ384615
AU: Peng,-John; And-Others
TI: Byte-Size Ideas.
PY: 1988
JN: Classroom-Computer-Learning; v9 n2 p108-09 Oct 1988
AV: UMI
DE: Computer-Graphics; Creative-Writing; Databases-; Instructional-Materials; Microcomputers-; Programing-; Teaching-Methods; Word-Processing
DE: *Computer-Software; *Computer-Uses-in-Education; *Elementary-Secondary-Education; *Mathematics-; *Writing-Composition
AB: Discusses four applications of the microcomputer to the classroom: (1) a program listing of how to draw circles on the Apple II computers; (2) using a database to help write stories; (3) switching computers with others while writing stories to encourage creativity; and (4) a listing of a LOGO kaleidoscope program. (MVL)

AN: EJ390866
AU: Penso,-Rebecca-Ann
TI: No More Scribbles and Hieroglyphics: Computer Composition with Beginners and Slow Learners.
PY: 1989
JN: Computing-Teacher; v16 n5 p19-22 Feb 1989
AV: UMI
DE: Computer-Graphics; Elementary-Secondary-Education; Group-Instruction; Learning-Disabilities; Menu-Driven-Software; Writing-Composition; Writing-Improvement
DE: *Computer-Assisted-Instruction; *Courseware-; *Writing-Difficulties
AB: Discusses problems with composition writing that beginning or learning disabled students may have and highlights the use of computer programs to encourage both elementary and secondary school students. Topics discussed include group lessons, sign makers such as "Print Shop," and menu driven graphics and text integration programs. (12 references) (LRW)

AN: EJ374889
AU: Schwartz,-Helen-J.
TI: The Student as Producer and Consumer of Text: Computer Uses in English Studies.
PY: 1988
JN: Journal-of-Teaching-Writing; v7 n1 p57-66 Spr-Sum 1988
DE: Computer-Software-Reviews; English-Instruction
DE: *Computer-Assisted-Instruction; *Computer-Uses-in-Education; *Creative-Writing; *Expository-Writing; *Literary-Criticism
AB: Argues that computers offer a means of integrating literary analysis, imaginative writing, and expository writing by both professional and student writers. (JAD)

AN: EJ383083
AU: Selfe,-Cynthia-L.; Wahlstrom,-Billie-J.
TI: Computers and Writing: Casting a Broader Net with Theory and Research.
PY: 1988
JN: Computers-and-the-Humanities; v22 n1 p57-66 1988
AV: UMI
DE: Computer-Assisted-Instruction; Computer-Software; Elementary-Secondary-Education; English-Instruction; Language-Research; Linguistics-; Word-Processing; Writing-Processes
DE: *Computers-; *Computer-Uses-in-Education; *English-Curriculum; *Writing-Instruction; *Writing-Research
AB: Suggests four overlapping areas of exploration that might help spark "creative re-formations" of the way English teachers think about computers and their relationship to writing: (1) computers and teaching writing, (2) computers and language theory, (3) computers and learning from the past, and (4) computer research in other fields. (GEA)

AN: ED307606
AU: Shermis,-Michael
TI: Word Processing and Writing Instruction. Focused Access to Selected Topics (FAST) Bibliography No. 10.
CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
PY: 1989
NT: 6 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Annotated-Bibliographies; Computer-Software; Elementary-Secondary-Education; Teaching-Methods
DE: *Computer-Assisted-Instruction; *Editing-; *Word-Processing; *Writing-Instruction; *Writing-Processes
AB: Synthesizing research on writing instruction using word processors, this annotated bibliography contains 28 references of articles and papers in the ERIC database. The first section

includes strategies, techniques, exercises, activities, and ideas on how to use time on a word processor most effectively. Articles and papers discussing the numerous benefits of word-processor use, including motivating students to spend more time on task and encouraging changes and rewriting, are presented in the section. The resources in the last section will be helpful in selecting word-processing programs and other kinds of instructional software. (MS)

AN: EJ372433
AU: Sirc,-Geoffrey; Bridwell-Bowles,-Lillian
TI: A Computer Tool for Analyzing the Composing Process.
PY: 1988
JN: Collegiate-Microcomputer; v6 n2 p155-60 May 1988
DE: Comparative-Analysis; Intermode-Differences; Microcomputers-; Word-Processing; Writing-Composition; Writing-Instruction
DE: *Computer-Assisted-Instruction; *Courseware-; *Research-Methodology; *Writing-Processes; *Writing-Research
AB: Discussion of the use of computers as research tools to analyze the writing process focuses on a microcomputer-based software program, Recording WordStar. Studies using the software are described, including comparisons of traditional writing methods with word processing methods and utilization of the software's ability to play back a composition session. (LRW)

AN: EJ389493
TI: Software Reviews: Programs Worth a Second Look.
PY: 1989
JN: Classroom-Computer-Learning; v9 n5 p62-63,66-67,70 Feb 1989
AV: UMI
DE: Computers-; Computer-Software; Creative-Writing; Graphic-Arts; Instructional-Materials; Language-Arts; Microcomputers-; Printing-; Teaching-Methods
DE: *Computer-Software-Reviews; *Computer-Uses-in-Education; *Elementary-School-Students; *Problem-Solving; *Secondary-School-Students; *Writing-Composition
AB: Reviews three computer software programs: (1) "The Children's Writing and Publishing Center"--writing and creative arts, grades 2-8, Apple II; (2) "Slide Shop"--graphics and desktop presentations, grades 4-12, Apple II and IBM; and (3) "Solve It"--problem solving and language arts, grades 4-12, Apple II. (MVL)

AN: ED297358
AU: Spiegel,-Richard-A.
TI: Computers and the Waterways' Project.
PY: 1988

AV: The Waterways Project, 799 Greenwich St., New York, NY 19914 ($1.00).
NT: 10 p.; Paper presented at the Conference of the New York State Association for Computers and Technology (Rye, NY, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Adult-Education; Computer-Uses-in-Education; Ethnic-Groups; Nontraditional-Education; Poetry-; Special-Education
DE: *Computer-Assisted-Instruction; *High-Risk-Students; *Writing-for-Publication
AB: Begun in 1979, the Waterways Project, which provides literary arts program experience for at risk students in New York City, is described in this paper. The Waterways Project was started as a service organization for small press publishers and writers. The paper recounts the project's involvement in book fairs, computer programming, a literary arts publishing program, and adult poetry workshops. The director of the project relates of several students' experiences with individualized lessons at the computer. The paper also describes the project's clientele, i.e., students with drug problems, high school dropouts, and youths in transition. The goal of the project is identified in the paper as giving students the encouragement to try to have their work published, which is intended to give them direction. An appendix containing the project's history concludes the paper. (MS)

AN: ED293600
AU: Stumhofer,-Nancy-C.
TI: The Impact of Computer-Assisted Instruction on Students' Knowledge
of Basic Writing Skills.
CS: Pennsylvania State Univ., Schuylkill Haven. Schuylkill Campus.
PY: 1988
NT: 25 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Basic-Skills; Community-Colleges; Models-; Program-Descriptions; Program-Effectiveness; Two-Year-Colleges; Writing-Laboratories; Writing-Skills
DE: *Computer-Assisted-Instruction; *Grammar-; *Remedial-Instruction; *Writing-Instruction
AB: Several years ago, the English faculty at the Schuylkill Campus of Pennsylvania State University entered into a cooperative venture with the campus learning center to use computer-assisted instruction in the basic rules of grammar as part of the remedial English course. The software used for the lab is the Houghton Mifflin English Microlab program, which consists of a 75-item assessment test, a 50-item quick check test, 11 mastery tests, a data disk to record scores, and 11 modules. The software provides instruction in complete sentences, run-ons and comma splices, misplaced modifiers, subject-verb

agreement, pronoun choice, commas, apostrophes, semicolons and colons, parentheses and dashes, quotation marks and italics, and capitalization. Results of student evaluations of the microlab program and a statistical analysis of achievement gains led to the following conclusions: (1) high achievement levels were evidenced by students who did at least 20 exercises and worked on at least 8 instructional modules; (2) some students who worked on fewer than five modules had lower scores on the post-test than they did on the pre-test; (3) although males did better on the pre-test than females, males and females did equally well on the post-test; and (4) when asked what they liked least about the program, the most frequent comments were "It was too time-consuming," "The program ran too slowly," and "There wasn't enough feedback on errors," while the most frequent positive comments were "It helped me learn more about grammar," "It was easy to understand," and "I could always get the module I wanted, a computer, and help if I needed it." Guidelines for setting up a similar program are included. (EJV)

AN: ED293130
AU: Tone,-Bruce; Winchester,-Dorothy
TI: Computer-Assisted Writing Instruction. ERIC Digest Number 2, 1988.
CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
PY: 1988
NT: 4 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Computer-Oriented-Programs; Computers-; Elementary-Secondary-Education; Revision-Written-Composition; Technological-Advancement; Writing-Improvement; Writing-Skills; Written-Language
DE: *Computer-Assisted-Instruction; *Word-Processing; *Writing-Instruction
AB: Reports in the ERIC database have found that computer-assisted writing instruction has some effect--if not a dramatic impact--in both the quantity and quality of student writing. Although computers are becoming more common in schools, the influx of computers into schools may not assure students ample opportunity to use them. Limited time-on-task may be one of the reasons. However, the computer will almost certainly become more and more a part of the lives of students, whatever the limits of the experience they have in using computers in school. The computer's great advantage for writers who know how to compose on one is its facilitation of revision. (Twenty references are included.) (JK)

AN: EJ376081
AU: Troutner,-Joanne
TI: Computers and Writers: Software and Other Resources

(Instructional
Materials).
PY: 1988
JN: English-Journal; v77 n5 p92-94 Sep 1988
AV: UMI
DE: Annotated-Bibliographies; Instructional-Material-Evaluation; Secondary-Education
DE: *Computer-Assisted-Instruction; *Computer-Software; *English-Instruction; *Instructional-Materials; *Writing-Instruction
AB: Offers annotated references to both print materials and software packages used for teaching writing. (MS)

AN: EJ372401
AU: Wresch,-William
TI: Six Directions for Computer Analysis of Student Writing.
PY: 1988
JN: Computing-Teacher; v15 n7 p13-16,42 Apr 1988
DE: Audience-Analysis; Editing-; Elementary-Secondary-Education; Error-Patterns; Grading-; Readability-Formulas; Teleconferencing-; Word-Processing; Writing-Improvement; Writing-Skills
DE: *Computer-Assisted-Instruction; *Courseware-; *Writing-Composition; *Writing-Instruction
AB: Discussion of programs for analyzing the writing of students using word processors focuses on six categories of available software that can help to improve students' writing skills: error checkers, reformatters, audience awareness programs (including reader's needs and readability formulas), student conferencing utilities, grading utilities, and automatic graders. (LRW)

AN: EJ379838
AU: Wright,-Anne
TI: Teaching Writing while Jumping through New Technological Hoops.
PY: 1988
JN: English-Journal; v77 n7 p33-38 Nov 1988
AV: UMI
DE: Secondary-Education; Student-Attitudes; Teacher-Attitudes; Teacher-Student-Relationship; Word-Processing
DE: *Attitude-Change; *Computer-Uses-in-Education; *Writing-Instruction; *Writing-Laboratories
AB: Describes 10 changes in writing instruction (including changes in student attitudes toward revision and changes in the peer editing process) that are directly related to the introduction of the computer into the writing process. (MM)

AN: EJ380412
AU: Zvacek,-Susan-M.

TI: Word Processing and the Teaching of Writing.
PY: 1988
JN: Computers-in-Human-Behavior; v4 n1 p29-35 1988
AV: UMI
DE: Equal-Education; Futures-of-Society; Guidelines-; Instructional-Design; Literature-Reviews; Microcomputers-; Problems-; Program-Implementation; Revision-Written-Composition; Student-Attitudes; Student-Motivation; Writing-Instruction; Writing-Skills
DE: *Computer-Assisted-Instruction; *Word-Processing; *Writing-Composition; *Writing-Research
AB: Describes a representative sample of recent research on the uses of microcomputer-based word processing in composition instruction. Topics discussed include revision strategies; collaborative writing; student attitudes and motivation; writing quality; implementation of word processing; problems; equity issues; and questions for future research. Guidelines for instructional strategies and display techniques are suggested. (31 references) (Author/LRW)

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